



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY216701

DfES Number: 510106

INSPECTION DETAILS

Inspection Date	22/05/2003
Inspector Name	Jacqueline Patricia Walter

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	High Trees Nursery
Setting Address	Cinder Lane Clifford West Yorkshire LS23 6HH

REGISTERED PROVIDER DETAILS

Name	Mr Edward Andrew Moore
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

High Trees Nursery was previously run as an independent prep school under Ofsted's education division and opened in the 1930's . High Trees Nursery registered with Ofsted as a Full Day Care private nursery in 2002. It operates from four rooms on the ground floor of a large family residence. There is a swimming pool and easy access to four outdoor areas. The nursery is situated in a rural setting between the villages of Boston Spa and Clifford on the outskirts of Leeds. The nursery serves families from the commuter belt of surrounding area's.

There are currently 74 children on roll, from six months to five years. This includes 16 funded three year olds and seven funded four year olds. Children attend for a variety of sessions. Two children have special needs and no children attend who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08:00 until 18:00.

Twenty six part time/full time staff work with the children. Nineteen have early years qualifications. Four staff are currently on training programmes.

The setting does not receive support from a teacher/mentor from the Early Years development and Childcare partnership. (EYDCP)

How good is the Day Care?

High Trees nursery provides satisfactory care for children.

The setting is well organised and has a staff team that are enthusiastic and work well together. The provision is warm and welcoming and sufficiently equipped in most areas to meet the ages and needs of the children cared for. Documentation is organised well and easily accessible which underpins the day to day running of the setting.

Staff plan and provide a good range of daily activities supported by a good range of

resources. Staff interact very well with the children taking an interest in what they say and do. They provide effective support for children with special needs. The staff have a good understanding of safety and hygiene within the setting, however this has not been consistently applied, in the outdoor areas.

Children's individual needs are met. Regular routines around outdoor play and meals times are established by staff. They are happy and confident and relate very well to each other and adults. Children are developing good relationships, they share and take turns and their behaviour is of a high standard.

Staff have good relationships with parents. There are effective communication systems in place which enables information on the children's development and the setting to be shared. Parents participate in their children's learning.

What has improved since the last inspection?

There were no actions or recommendations raised at previous registration visit. The setting has continued to improve by the majority of staff attending the following training courses; Child Protection, Health and Safety, Basic Food Hygiene, Language Development and 1st Aid.

What is being done well?

- Staff interact extremely well with children. They are sensitive to their needs and encourage learning by providing a good, stimulating and enjoyable range of activities. Children are busy interested and involved in activities that challenge them. (Standard 3)
- Good routines are in place to promote health and hygiene. Staff are proactive in encouraging children to develop their own awareness regarding their health. (Standard 7)
- The staff are proactive in ensuring action is taken when a child with special needs is identified, so that differing needs are taken into account and children make good progress. (Standard 10)
- Staff are consistent and clear in their expectations of behaviour, which results in children behaving well and able to take turns and share. (Standard 11)
- Children are looked after according to parental wishes, and parents feel confident in the care and attention their children are receiving and share in their development. (Standard 12)

What needs to be improved?

- opportunities for younger children to make choices and use their initiative when choosing activities (Standard 5);
- equipment for children to sleep, in the 2 year old room (Standard 5);
- safety, within all the outdoor areas that children have access to (Standard 6);

- the confidentiality of recording details relating to accidents and incidents(Standard 12);
- information regarding sleeping sessions, food intakes, or nappy changes for babies (Standard 13);
- written permission from parents before medication is administered (Standard 14).

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
6	ensure all outdoor areas that children have access to, are made safe (Standard 6);	16/06/2003
14	ensure written permission is obtained from parents, before any medication is administered (Standard 14).	26/05/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
5	extend opportunities for children to easily access equipment and toys and make independent choices (Standard 5); provide suitable and sufficient equipment for children over 2 years to rest or sleep. (Standard 5)
12	ensure all records are held confidentially (Standard 12);
13	ensure a record of babies sleep patterns, food intakes and nappy changes are held (Standard 13).
5	provide suitable and sufficient equipment for children over 2 years to rest or sleep (Standard 5);

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

High Trees Nursery is a very good quality provision which helps children make very good progress towards the early learning goals in all six areas of learning.

Teaching is very good, staff effectively challenge and extend the children's learning, they are fully aware of the children's abilities and individual needs. Staff set clear and consistent boundaries which encourages the children to behave well. Staff plan a very interesting selection of activities which effectively links to the six areas of learning. Staff interact well and support the children in a way that positively affects their learning. The staff team work very well together.

Leadership and management is very good. There is a strong and established staff team, which is committed in evaluating and reviewing practice to improve the care and education it provides.

The partnership with parents/carers is very good and contributes to the children's progress towards the Early Learning Goals. Very effective systems are in place, to communicate clear information in regard to curriculum planning and the developmental progression of their children.

What is being done well?

- There is a strong and established staff team, which is committed to improving practice.
- The children show excitement and are motivated to learn. Children are confident and independent, they relate well to one another and adults. Their behaviour is very good.
- Practical everyday activities are used effectively, enabling children to begin to use their knowledge of numbers to solve simple mathematical problems.
- Children are developing a good knowledge of the world in which they live.
- Children know how to use books, most children understand that print carries meaning and some children are able to read.
- Children confidently use new words e.g. portcullis, helmet, armour, elasticity.
- Parental partnerships are developed, encouraged and valued which has a positive impact on the children's learning.

What needs to be improved?

- Points for consideration;
- Opportunities for children to be involved in a wider range of spontaneous

activities.

- Opportunities for children to practice writing for a purpose.
- Parents access to information regarding the foundation stage and early learning goals.

What has improved since the last inspection?

Curriculum planning has been effectively monitored to ensure that there is a well balanced programme over time. The setting has introduced a two year rolling programme which clearly identifies learning objectives.

Staff have continued to have regular access to suitable training opportunities and professional development. Staff have recently attended language, child protection, first aid and health and safety training. Four members of staff are currently on early years training courses and all staff have once yearly appraisals.

More opportunities have been provided for children to express their individuality in the area of creative development by increasing the choice of art and craft materials available. Regular music and movement sessions have also been built in to the curriculum.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. The children show excitement and are motivated to learn. The children are very well behaved. They share and take turns. The children are very independent, many can dress and undress themselves with very little or no help. Children feel confident in asserting their own needs and preferences. Opportunities are made in some activities for children to make connections between their life experiences e.g. circle time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress towards the early learning goals in this area is very good. They interact and negotiate with others well. They are able to listen carefully and respond enthusiastically to stories and songs. Most children understand that print carries meaning and some four year olds are able to read. Most children are confidently writing their name, they are naming and sounding letters of the alphabet. Children are confidently using new words e.g. portcullis, helmet, armour, elasticity.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children overall make very good progress in this area. Children count with enthusiasm, many can do this past 10. Children are developing very good counting skills and they understand shape and size through well planned activities. Children confidently use language to describe and compare size and shape and can re-create simple patterns. Practical everyday activities are used effectively, enabling four year olds to begin to use their knowledge of numbers to solve simple mathematical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Very good progress is made by the children in this area of learning. Children learn effectively about their environment and the natural world. Children are very confident in using everyday technology, selecting tools and constructing, using a range of materials. Children are given opportunities to discuss past and present events in their lives. Both three and four year olds are beginning to know and understand about their own cultures and beliefs and those of other people.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in developing their physical skills. Both three and four year olds enjoy the excellent range of physical activities available e.g. swimming, outside play and music and movement. Children effectively show awareness of space themselves and others and are confidently extending their confidence, control and co-ordination.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Very good progress is made by the children towards the early learning goals in their creative development. Children use their imagination well. They successfully explore experiences, shape and texture using their senses, they are able to express preferences. They are able to confidently sing songs and rhymes from memory and match movements to music.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- consideration should be given to the following:
- extending opportunities to attempt writing for a variety of purposes e.g. lists;
- provide opportunities for parents to access information regarding the foundation stage and early learning goals;
- extending opportunities for children to be involved in a wider range of spontaneous activities.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.